Building Momentum

Chancellor's Report, University of Massachusetts Boston, 2009-2010

UMASS BOSTON

UMass Boston is among 218 "Best in the Northeast 2010" chosen by *The Princeton Review*, based on its reputation for excellent academic programs and student survey responses.

Building Momentum

UMASS BOSTON

Dear Friends,

I am pleased to take this opportunity to share with you some of the highlights and accomplishments at the University of Massachusetts Boston as we continue our progress toward being the student-centered urban public research university of the 21st century.

It is an exciting time to be part of the university community, particularly as we celebrate the milestones we reached during the 2009-2010 academic year. We concluded our three-year strategic plan launched in 2007, began implementing our master plan, and are now looking ahead to our next strategic plan.

UMass Boston experienced unprecedented growth in enrollment as we met our strategic goal of 15,000 students by 2010. Faculty research funding increased by 18 percent over last year, reaching $50 million. Even in a very difficult economic climate, we protected and advanced our educational capacities. We moved forward with physical improvements to our campus, including a new Integrated Sciences Complex, a general academic building, and the Edward M. Kennedy Institute for the United States Senate. And, in what will be a boon for the future, we also acquired the 20-acre former Bayside Exposition Center property.

Our university is in good hands, with a team of faculty, staff, and students committed to excellence and to strengthening the effectiveness, reach, and stature of UMass Boston. In this report, I invite you into the academic, operational, and student life of this outstanding university, ranked as one of the best universities in the northeast by *The Princeton Review*, and part of a university system that is among the best in the world, according to *The Times* of London.

I encourage you to get to know our world-class faculty and the relevant, groundbreaking research they are conducting to enhance their brilliant teaching. I believe that you will come to appreciate more fully why UMass Boston is becoming a first choice for students, faculty, research partners, and communities seeking to find solutions for complex problems locally, statewide, and around the globe.

J. Keith Motley, PhD
Chancellor
University of Massachusetts Boston

Front Cover: A rendering of the entrance and walkway to the new Integrated Sciences Complex.

"Some universities are known for their great research; others, for great teaching. We shall be known for both, with our expertise in both areas contributing in an interdisciplinary way to serve our local, national, and global constituencies. We are—and will be—the research university with a teaching soul."
J. Keith Motley, PhD
Inaugural Address, November 2007
UMASS BOSTON

"What we do here matters greatly. We have been called to lead, and we must respond to the call. In this intensely competitive global engagement, the University of Massachusetts Boston has a vital and indispensable role to play."

J. Keith Motley, PhD
Convocation Address, September 2009

The University: Building Distinction

Distinction is Multi-Dimensional

The University of Massachusetts Boston measures true distinction in the tangible impact its people make every day, and now it proudly adds to this distinction a sustained upward trend in formal recognition in national publications. Distinction grows from the relationships between faculty and students and from all the ways those relationships extend to communities worldwide. Distinction is fed and sustained by the breadth and the quality of the university's academic programs as they reach across disciplines and geographical borders.

Winston Langley, appointed provost and vice chancellor for academic affairs.

The university's academic life was strengthened and energized by the appointment of Winston Langley as provost and vice chancellor for academic affairs. Provost Langley—a distinguished scholar in the fields of human rights, alternative models of world order, religion, and politics—came to UMass Boston in 1982, and has since held a number of academic and administrative positions; he officially assumed his latest position in July 2009 after serving as provost *ad interim* during the previous year. In announcing the appointment, Chancellor J. Keith Motley said, "In his many roles at UMass Boston, he has helped define our identity as a student-centered urban public research university, and he is uniquely qualified to help us move forward on that journey."

Greater campus internationalization is just one of the changes arising from this journey. Another is a stronger research agenda resulting in new graduate programs, especially at the doctoral level, and in closer working relationships between centers and institutes and the academic units. The many signs of progress include new undergraduate majors, the re-focusing of academic programs, and the renaming of two colleges to better reflect their offerings: the Graduate College of Education is now the College of Education and Human Development, while the McCormack Graduate School of Policy Studies has become the McCormack Graduate School of Policy and Global Studies. Finally, a new culture of assessment on campus has borne fruit with respect to higher retention and graduation rates, stronger faculty development, and a successful interim report to the New England Association of Schools and Colleges.

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dents are participating
tudy-abroad exchange
grams. The number doubled
ween 2007 and 2010.
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ual Kenya Heart and Sole
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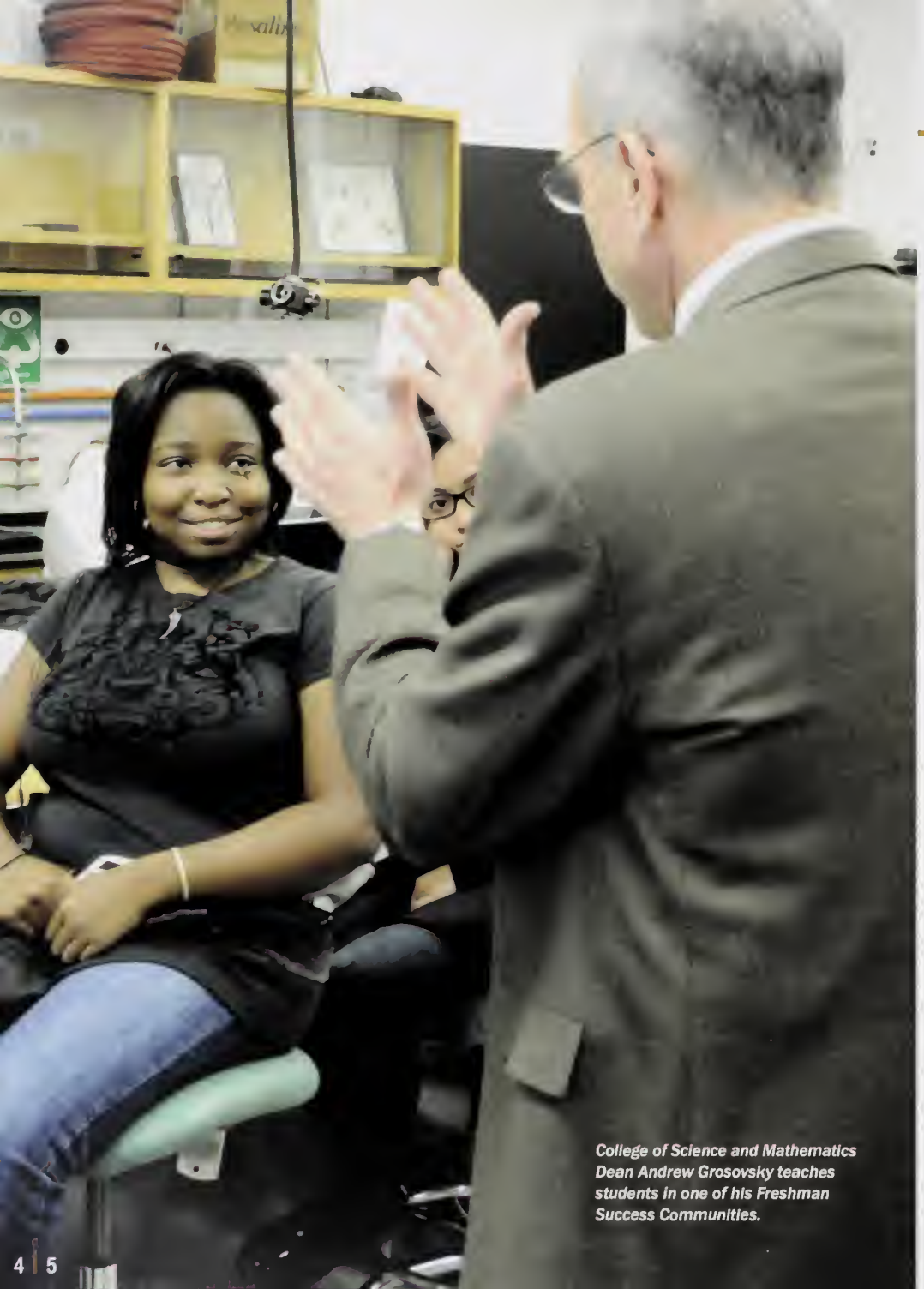


College of Science and Mathematics Dean Andrew Grosovsky teaches students in one of his Freshman Success Communities.

International, Transnational, Interdisciplinary, Innovative

Concepts like these have increasingly come to characterize UMass Boston's academic programming. The period between 2008 and 2010 saw a host of new initiatives across the university. Among them: the Vision Rehabilitation Therapy Certificate Program in the newly created University College (described to the right); the BA Program in Early Education and Care in Inclusive Settings in the College of Education and Human Development, the Asian Studies BA Program (launched with an East Asia Track) and the Public History Track in the MA History Program in the College of Liberal Arts; and new concentrations focused on population health and health policy in the College of Nursing and Health Sciences' Nursing PhD program. The following pages offer insights into these and other recent, far-reaching changes that have taken place in UMass Boston's academic programs.

The Office of International and Transnational Affairs

This new enterprise—"OITA" for short—was created in 2009 by Chancellor Motley and Provost Lang it promotes internationalization (preparing a workforce for a global economy) and transnationalization (outreach to help close economic ga between global north and global sou Associate Provost and OITA Directo Eunsook Hyun sees her responsibili as "making sure this vision becomes a teaching, learning, and borderless human engagement experience—a experience organically lived." Throu its revenue-generating Internationa Visiting Scholar Academy, OITA wil both attract visiting scholars and provide faculty grants and study-ab scholarships for students.

Experiencing Cultures Firsthand

Professor Donna DeGennaro is using her OITA grant for educational research, starting with the Dominican Republic. The Dominican population has grown rapidly in Boston's schools, but, she explains, "when our exposure to a culture is based in Boston, we can't necessarily understand it very well. If we can experience firsthand the neighborhoods where the families have come from, we can better inform our teaching practices." Through local afterschool programs, she hopes to create a space for teachers to experience the different learning styles among children of different cultures.

A New College—University College

Approved by the Board of Trustees in June 2010, University College signals UMass Boston's commitment to academic innovation and strengthens the university's contributions to lifelong learning. The new college expands the university's capacity to respond nimbly to market demand, particularly among adult learners, and embark on new ventures in distance learning. It will develop its own degree programs while continuing and growing programs of the former Division of Corporate, Continuing, and Distance Education. These include international offerings such as the China Program Center, whose programs serve both Chinese and American audiences.

Boosting Success in Science

"This program gives you a huge web of friends, plus older, more experienced students that created a support system for us from the start," says Philip Laguerre '13 of the Freshman Success Community (FSC), established in 2009 by the College of Science and Mathematics (CSM). "Coming into year two I feel well prepared. I was really excited to come back because I know I have the tools to do well." The FSC's mission—to improve the success rates of entering science students—has shown early results: nearly 60 percent of CSM freshmen completed 30 or more credits last year, an equal percentage finished with a GPA of 3.0 or higher, and nearly 90 percent pre-enrolled for fall 2010.

Thinking One's Way Around

A first-ever, UMass-system-wide summer honors course, the Multiple and Interdisciplinary Significances of Cities and Towns: Boston, "was an eye-opener for me," says honors student Alexa Hatzopoulos '11. "You'd think as a native of the city that I'd know my way around, but this class allowed me to gain such a greater appreciation for the space that I call my home." Led by UMass Boston faculty, the course introduced students to interdisciplinary methods used to study a city—in this case, Boston. "We looked at it from so many different perspectives: literary, historical, archeological, even ecological," says Alexa. The University Honors Program, directed by Rajini Srikanth, works in other ways as well to ensure that students are comfortable crossing disciplines. For example, its Junior Colloquium, launched in spring 2010, encourages students to balance discipline-specific focus with interdisciplinary vision in their research.

Distinction is fed and sustained by the breadth and the quality of the university's academic programs as they reach across disciplines and geographical borders.

Science in a Changing World

"If I dig critically into the concepts and methods of a science and ask why people are asking *these* questions and not those, or why they are accepting certain answers, that usually leads me to examine the social context in which the science is done," says Peter Taylor, professor of critical and creative thinking (CCT). "Conversely, if I examine the social context, scientific inquiry can be opened up." A new interdisciplinary track in the cross-college CCT master's program parallels that inquiry. Instituted in fall 2009, the Science in a Changing World Track serves a range of professionals, including teachers looking to extend science teaching beyond its traditional boundaries.

The Future of Study Abroad?

They began at UMass Dartmouth last spring and came to UMass Boston's College of Management this fall. Next stops: Fachhochschule Frankfurt in Germany and Kemi-Tornio University of Applied Sciences in Finland. Who are they? A 12-student cohort—representing these partner universities—in the unique grant-funded Transnational Dual Bachelor's Degree Program in Information Systems. With financial support, the students spend one semester at each school after taking foundation courses on their home campuses. Each will earn two bachelor's degrees, one from the home institution and one from a partner university. The curriculum, jointly created by the partners, emphasizes each school's particular strengths. Zeph Phillips '12, one of two UMass Boston students in the first cohort, raves about this "amazing group of people" and how well they get along. The fact that the group studies together on each campus will give him a built-in group of friends when he goes to Europe. This, he says, "is truly the future of study abroad."

"We begin where students are—students who bring with them a wealth of experience and who want to be part of original research, not merely imbibers of facts and the ideas of others."

J. Keith Motley, PhD
UMass Boston Strategic Plan 2007-2010

Students: Building a Future

Beyond the Numbers

A 15,000-strong student body is a substantial milestone, reached for the first time in 2009. The most interesting stories about the UMass Boston student body, however, are not about its size: demographic shifts provide insights into dynamic trends in composition. While the overall percentage of minority students has slightly declined since 2005, the Hispanic student population has risen from under 11 percent to more than 14 percent. The university has also seen an upward trend in the percentage of degrees granted to minority graduates: from 26 percent of all bachelor's degrees in 2004-05 to more than 34 percent in 2008-09, and from 12.6 percent of all master's degrees in 2004-05 to more than 17 percent in 2008-09.

But broad categories mask the true diversity in UMass Boston's students, who, taken together, create a tapestry of 140 countries and 90 languages. Among just the students spotlighted in this book one can find native speakers of Russian, Japanese, Vietnamese, Cape Verdean Creole, Haitian Creole, Khmer, Swahili, Luhya, and—yes—English.

One more statistic about this extraordinary student body bears noting: it's a tribute to a culture of service and giving back. In 2009, 3,425 UMass Boston students engaged in some form of community service, logging in an impressive 263,049 service hours. Of those, 77 percent engaged in at least 20 hours of community service per semester.

Brilliance and Determination

Thao Xuan Do, who spoke hardly a word of English when she emigrated from Vietnam in 2004, received the 2010 John F. Kennedy Award for Academic Excellence, and delivered the student address to her classmates at Commencement 2010. Her determination to become a doctor and work toward solutions to global health problems came from witnessing the impact of HIV and AIDS firsthand growing up. A chemistry major, Thao Xuan was one of just 16 people selected from 600 applicants nationwide to receive the prestigious National Institutes of Health (NIH) Academy fellowship. This year she is working side-by-side with NIH scientists engaged in biomedical research.

What Does It Mean to Be a UMass Boston Student?

That was the challenge given to the student body last year in the form of the first annual "My UMass Boston" student video contest. First place (and $400 prize) winner Anastasia Karelina, a Fulbright scholar from Russia majoring in American studies, created a video montage using key words elicited from classmates. Anastasia's friend Chiaki Ito, an exchange student from Japan whom she describes as "united with my ideas and the face of UMass Boston," appears in the video. Its key words—"dreams," "future," "friends," "opportunities," "choice"—all have special meaning for Anastasia. When she got the letter informing her that she was going to UMass Boston, her first choice for her Fulbright study, she says, "I was absolutely happy; this was my dream!" After graduating in spring 2011, she will return home to teach. (See all the winning videos on UMass Boston's YouTube channel—keywords, "My UMass Boston.")

A Philosophy Group for Teens?

Two years ago, Philosophy Club president Jesse Walsh '10 approached Professor Joan Arches with a startling proposal. Jesse's high-school course on bioethics had been life-changing, and she wanted to offer urban teens a similar experience. Arches helped Jesse launch the group through the Harbor Point Outreach Partnership, or HPOP ("hip-hop"), a service-learning and community-outreach program. Queenette Santos, director of the Dorchester Boys and Girls Club at the Walter Denney Youth Center, supplied the youths. Today this thriving weekly discussion group covers social, historical, ethical, and existential topics in a forum that, Jesse writes, gives kids "permission and a stage to think."

Into the Swim

"Intense proactive and creative strategies at work" is what Chancellor Motley saw during student senate campaigns last April. The result: a fourfold increase in undergraduate voter turnout.

Participation in SAGroups, the online home of student clubs, also benefited from improved outreach by Student Affairs, risi 62 percent between 2008 and 20 The number of recognized stude organizations also rose by 50 percent over the same time peri

Figuring Out "Exactly What's Going On"

Taking psychology professor Eril Blaser's course in cognitive scien honors student Amelia Brown '1 drawn to the field's interdisciplin nature—switched majors from anthropology to psychology, wit a minor in cognitive science. She now a research assistant for Blas visual perception project, in whi participants view images of rock cliffs and estimate their distance "People can do this well, telling us that the brain follows a specia 'rule' to figure out the distance t a certain kind of natural surface," says Amelia. "It's just a matter of teasing it out." Setting her sights on a research career in cognitive science, she now knows much m about the research life: "There's a of puzzle-solving, sitting with yo

The most interesting stories about the UMass Boston student body, however, are not about its size.

head in your hands trying to figure out exactly what's going on. It's frustrating at times, but also very rewarding at times."

"Happening" into Gene Research

Senior honors biology major Selina Imboywa "just happened" to enter a plant genomics laboratory—that of Biology Department Chair Rick Kesseli—to gain research experience. Fascinated over time by the use of the plant model to study other organisms, Selina joined a team of graduate students and faculty seeking to map the genes for plants in the same composite group hy pinpointing differences in their genetic sequences. After graduate school, she plans to he a scientist in a field joining her three primary interests: microbiology, immunology, and virology. Selina, who grew up in Kenya, minored in international relations "to be ahle to work as a scientist anywhere around the world. If I know how countries interact, that will have a hetter effect on my work."

Adaptive computing. Blackboard. Classroom capture. Wikis. Xythos. UMass Boston has continued to expand technological support for interactive learning. Many classrooms and labs are outfitted with tools to facilitate live online meetings, virtual classrooms, and 24-hour information-sharing among teachers and learners.

The Beacons athletics program has been on quite an upswing in recent years, and the upswing continued in 2009-10. Women's soccer boasted 14 wins, and women's volleyball and men's baseball also enjoyed record-breaking seasons. UMass Boston men and women alike participate in intercollegiate basketball, cross-country, hockey, soccer, tennis, and track (indoor and outdoor). Men's sports also include lacrosse and baseball, and women's sports include softball and volleyball.

"What We're Capable Of"

The most successful women's volleyball team in UMass Boston history broke program records in 2009 with 30 wins, including a 17-match win streak. Under the direction of head coach Terry Condon, the team earned its first-ever regular-season championship, entering the NCAA Division III tournament as New England's second seed "Playing [in the Pacific Coast Classic] against some of the best teams in the country showed us what we're capable of," said Cassy Hanneman '11, 2009 New England Women's Volleyball Association All-Region Honorable Mention setter. "We came home from that trip excited about what we had going for us." Nine players, including four starters, returned in 2010; the team repeated as the Little East regular-season champions and went to the NCAA finals in St. Louis.

"Appealing Underdogs"

Catcher Tim Fontaine '11 hit the go-ahead two-run homer in the fifth to lift the Beacons over the top-seeded Tufts Jumbos for their first-ever NCAA New England Regional Championship and a trip to the Division III College World Series in 2010. Under head coach Brendan Eygabroat, the Beacons—without a home playing field—broke a school record with their ninth straight victory. They ended the season at 32-15, the most wins of any athletic team in school history. "The team is, in many ways, a throwback to the more wistful days of Boston sports," wrote Brian McGrory of the *Boston Globe*. "At UMass, a scrappy group of appealing underdogs is pursuing the kind of impossible dream ingrained in the city's distant past."

Left: Volleyballer Frana Burtness-Adams in action. Above: Celebrating a baseball triumph.

"We are *not* an institution that exists only for its own purposes.... We have always been, and I believe it is my duty to see to it that we will always be, a partner in building this neighborhood, this city, this state, this nation, and this world."

J. Keith Motley, PhD
State of the University Address, May 2010

Faculty: Building Engagement

"There is no more important investment in which the university can engage than faculty development. Too often universities forget this simple fact." Provost and vice chancellor for academic affairs Winston Langley is speaking of the decision to create the Office of Faculty Development in spring 2010. Rajini Srikanth, appointed associate provost for faculty affairs, heads the office as well as continuing to direct the University Honors Program.

Faculty development initiatives include improved orientation, more publishing and grant-writing workshops, and a more robust internal grant program. As a result, Provost Langley sees a greater awareness among faculty members that the university considers their growth—personal, intellectual, and professional—as meriting special attention. He is also mindful of the direct correlation between faculty development and student development.

Other appointments include Zong-Guo Xia as vice provost for research and strategic initiatives, to advance the university's research mission and collaborate with deans to help strengthen graduate education; Associate Provost Oscar Gutierrez as associate dean for graduate programs in the College of Management; and Maura Mast, professor of mathematics, as associate vice provost for undergraduate studies. Associate Provost Peter Langer has shifted his focus toward coordinating internal campus assessments as well as those required for accreditation.

Such behind-the-scenes efforts have a central purpose—nourishing and liberating talented faculty members so that they can in turn create new—and often unexpected—avenues to combine teaching, learning, outreach, and scholarship.

Rajini Srikanth, appointed associate provost for faculty affairs.

Above: Gentle fitness counseling at GoKids Boston.
Right: UMass Boston faculty and staff demographics.

Faculty: Building Engagement

A Faculty Engaged in Science Education

Between 2004 and 2009, the number of Boston high school students succeeding in Advanced Placement science tripled. This and other achievements were spotlighted in a national conference hosted by the Boston Science Partnership in April 2010 to showcase its work to advance urban science education.

UMass Boston's College of Science and Mathematics, the Boston Public Schools, and Northeastern University collaborate in this partnership, which, states project director Jennifer Dorsen, "has changed the culture of science education in Boston by creating a vibrant, highly qualified, high-achieving community of instructors and students from kindergarten through higher education."

...and Fitness

The number of children participating in GoKid Boston rose from 104 in October 2009 to 235 ir May 2010, notes director Jean Wiecha. Sponsor by the College of Nursing and Health Sciences, this facility provides health and fitness services to Boston children, links research to practice, a serves as a learning laboratory for students an providers. The dramatic rise in participation w largely due to an NIH grant to measure energy expended by 8- to 15-year-old children engagir in active play. Feedback from one of the many p ticipating schools confirmed better attendance and concentration among pupils in the progra

	Non-Resident Alien			Native American			Asian Pacific Islander			Black			Hispanic			Total Minority			White			Unknown			Total		
	F	M	TOTAL	F	M	TOTAL	F	M	TOTAL	F	M	TOTAL	F	M	TOTAL	F	M	TOTAL	F	M	TOTAL	F	M	TOTAL	F	M	TOTAL
Faculty																											
Full-time	6	5	11	1	0	1	14	33	47	15	13	28	12	11	23	42	57	99	177	175	352	17	20	37	242	257	499
Part-time	2	5	7	1	0	1	8	9	17	12	12	24	5	0	5	26	21	47	212	123	335	47	29	76	285	178	463
Total	**8**	**10**	**18**	**2**	**0**	**2**	**22**	**42**	**64**	**27**	**25**	**52**	**17**	**11**	**28**	**68**	**78**	**146**	**389**	**298**	**687**	**64**	**49**	**113**	**529**	**435**	**964**
Executive/Administrative																											
Full-time	0	0	0	0	0	0	4	2	6	5	7	12	3	1	4	12	10	22	42	27	69	2	1	3	56	38	94
Part-time	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	1	0	1
Total	**0**	**0**	**0**	**0**	**0**	**0**	**4**	**2**	**6**	**5**	**7**	**12**	**3**	**1**	**4**	**12**	**10**	**22**	**43**	**27**	**70**	**2**	**1**	**3**	**57**	**38**	**95**
Professional Staff																											
Full-time	4	4	8	0	1	1	24	26	50	44	15	59	17	7	24	85	49	134	253	167	420	23	12	35	365	232	597
Part-time	1	2	3	0	0	0	3	1	4	10	4	14	2	1	3	15	6	21	61	44	105	11	5	16	88	57	145
Total	**5**	**6**	**11**	**0**	**1**	**1**	**27**	**27**	**54**	**54**	**19**	**73**	**19**	**8**	**27**	**100**	**55**	**155**	**314**	**211**	**525**	**34**	**17**	**51**	**453**	**289**	**742**
Classified Staff																											
Full-time	5	1	6	3	2	5	13	14	27	62	27	89	16	14	30	94	57	151	102	104	206	14	11	25	215	173	388
Part-time	1	3	4	1	1	2	11	8	19	21	11	32	12	7	19	45	27	72	131	56	187	27	12	39	204	98	302
Total	**6**	**4**	**10**	**4**	**3**	**7**	**24**	**22**	**46**	**83**	**38**	**121**	**28**	**21**	**49**	**139**	**84**	**223**	**233**	**160**	**393**	**41**	**23**	**64**	**419**	**271**	**690**
Total Faculty/Staff																											
Full-time	15	10	25	4	3	7	55	75	130	126	62	188	48	33	81	319	227	406	574	473	1,047	56	44	100	878	700	1,578
Part-time	4	10	14	2	1	3	22	18	40	43	27	70	19	8	27	86	54	140	405	223	628	85	46	131	580	333	913
Total	**19**	**20**	**39**	**6**	**4**	**10**	**77**	**93**	**170**	**169**	**89**	**258**	**67**	**41**	**108**	**319**	**227**	**546**	**979**	**696**	**1,675**	**141**	**90**	**231**	**1,458**	**1,033**	**2,491**

Of UMass Boston's 964 full- and part-time faculty in 2009-10, 93 percent held the highest degrees in their fields.

...and Rebuilding

Three weeks after the January 12 earthquake, Alix Cantave was on the ground in Haiti, talking with officials of the Institut National d'Administration de Gestion et des Hautes Etudes Internationales (INAGHEI), the business school of the State University of Haiti. His mission: to help them rebuild their school. Since 2008 Cantave, associate director of the William Monroe Trotter Institute for the Study of Black Culture, has led a UMass Boston partnership with INAGHEI to help bolster its curriculum.

This past spring, the top official of the public university system of Haiti requested UMass Boston's help in rebuilding all of Haiti's decimated higher education system. Cantave is organizing a consortium of universities and government agencies to do just that. He stresses that his role as a member of the Haitian diaspora, and of the UMass Boston community, is to support the rebuilding process. "The people of Haiti have to want to do this," he says. "We cannot do it without them."

Robert Carter—Distinguished in Teaching

Chemistry professor Robert Carter (College of Science and Mathematics), winner of the 2010 Chancellor's Award for Distinguished Teaching, has taught more than 12,000 students during his 40 years at UMass Boston. The award committee noted that "he has been an inspirational teacher and mentor who has shaped the thinking of his students in all fields, not only chemistry, and in their varied career paths." All facets of Carter's contributions, from teaching to student advising, to program development, to his published works, reflect his organization and clarity, passion for sharing knowledge, interest in student success, and ability to enrich science education using current events and everyday life. He is a role model for lifelong learning, as he stays abreast of cutting-edge developments in his field, uses current interactive teaching and learning technologies, and adopts new approaches to inquiry-based learning in the sciences. "Dr. Carter," says one of his students, "is a great asset to this university and a remarkable teacher."

A Faculty Engaged in Entrepreneurship

"The UMass Boston student culture and personality are a perfect fit for entrepreneurial ventures," says Dan Phillips, director of the Entrepreneurship Center. Launched in spring 2010, the center operates under the aegis of the College of Management. Its Student Entrepreneurship Program (StEP) offers paid part-time internships at venture-capital-funded technology startups in UMass Boston's Venture Development Center and elsewhere.

As of July 2010, Phillips had placed 52 students (undergraduate and MBA) who, he says, are creative, focused, and able to cope with adversity—just like those he used to hire as an executive at four venture capital-backed firms. Twelve of the 28 interns who graduated were hired full-time into unbudgeted positions created specifically for them. Among them: Mike Siciliano, who graduated last May with a post-graduate certificate in database technology and is now a software engineer for Viridity, an energy resource management software firm. "I'm really excited to be working here," he says. "It's a fantastic opportunity."

...and Public Affairs

Professor Lisa Cosgrove of the College of Education and Human Development coauthored in 2009 headline-making research on conflicts of interest among authors of the American Psychiatric Association's clinical guidelines for practitioners. The study found that 90 percent of the authors had undisclosed financial ties to manufacturers of drugs explicitly or implicitly recommended in the guidelines. UMass Boston newsmakers also included Professor Elizabeth Dugan of the McCormack Graduate School of Policy and Global Studies, whose book, *The Driving Dilemma: The Complete Resource Guide for Older Drivers and Their Families*, landed her in the center of a nationwide media debate on the issue.

Massachusetts, and national, media—particularly those covering the special election for the U.S. Senate and the governor's race—frequently turned to UMass Boston faculty for expert commentary, including McCormack School Dean Stephen Crosby, Women in Politics and Public Policy Director Carol Hardy-Fanta, and political science professors Paul Watanabe and Maurice Cunningham. Professor Christian Weller of the McCormack Graduate School was a frequent commentator on economic issues in national news media and on Capitol Hill.

McCormack Graduate School Dean Stephen Crosby prepares for an appearance on NECN.

News organizations seek out UMass Boston faculty expertise on topics as wide-ranging as the labor movement, immigration, economic policy, mammogram guidelines, political campaigns, cloud computing, aging drivers, and psychiatry and the pharmaceutical industry. Faculty members have recently been quoted by the BBC, NPR, CBS News, PBS, the *Washington Post*, and the *New York Times*.

The Venture Development Center (VDC), an 18,000-square-foot research and development incubator launched in May 2009, has been cited by Xconomy technology news as a top New England resource for innovators and entrepreneurs. By summer 2010, the VDC had reached 80 percent occupancy with eight startup companies and three new UMass Boston research centers: the Center for Personalized Cancer Therapy; the Collaborative Institute for Oceans, Climate, and Security; and the Developmental Sciences Research Center/HORIZON.

"Research has everything to do with how we live our lives, deal with challenges, relate to each other, and what values we embrace, whether we're in chemistry or communications, statistics or sociology, English or environmental science, mathematics or music. Everyone at this university is affected by our involvement in and commitment to research."

J. Keith Motley, PhD
Convocation Address, September 2010

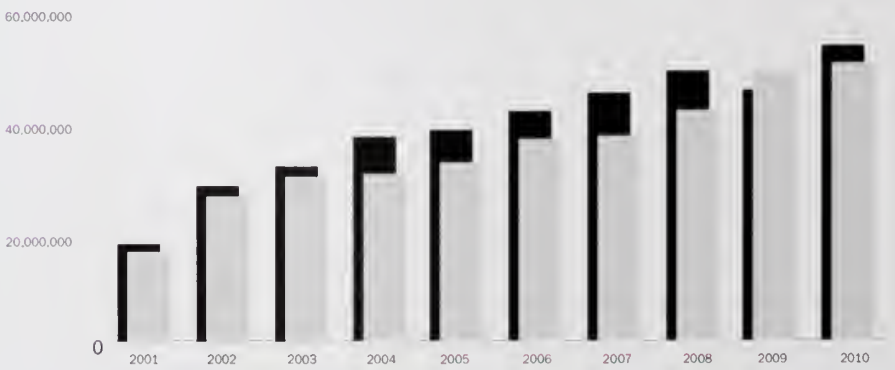
Research: Building Knowledge

Steady—and Striking—Growth in Research Activity

In the past fiscal year, external funding rose 17.67 percent, the highest rate in the university's history, says Vice Provost for Research and Strategic Initiatives Zong-Guo Xia. He predicts, "If we have a steady rate of growth of 15 percent a year, we will double our external funding in five years."

UMass Boston's stature as an urban public research university is evidenced in these data: Research and development expenditures more than doubled between fiscal years 2001 and 2010. Within the University of Massachusetts, UMass Boston received nearly 70 percent of system-wide extramural funding in psychology in fiscal year 2009; in political science, more than 77 percent; and in non-science and engineering fields, more than half. And in its 2008 report (the most recent available), the National Science Foundation ranked UMass Boston 44th among all colleges and universities nationwide in research and development expenditures in both education and psychology.

"We continue to place an important emphasis on identifying and obtaining sponsored funds to support our endeavors," says Vice Provost Xia. "At the same time, a university's greatness and contributions to society are measured not in dollars alone, but in the totality of accomplishment in research, innovation, scholarship, and creativity—sponsored or otherwise."



Since fiscal year 2001, UMass Boston research awards (in black) have grown from $19.8 million to $49.7 million. Research expenditures (in gray) have grown to $46.8 million.

In 2010 UMass Boston's partnership with the Dana-Farber/ Harvard Cancer Center was awarded a prestigious $13.7 million U54 grant by the National Institutes of Health. The grant proposal's score was the highest among all given for submissions from across the nation.

Lab facilities in the Venture Development Center

Through a new interdisciplinary research cluster in transnational, cultural, and community studies, UMass Boston social scientists will study population subsets sharing ethnic and racial characteristics or traits and customs. Areas of focus include language, community development, peer identification, transmission of trauma, health disparities, aging issues, immigration, and training exchanges.

New Research Institutes and Centers

UMass Boston's new institutes and centers, several of which are described below, will contribute additional prestige and sponsored dollars by interweaving and leveraging the research that emerges from the university's teaching, scholarship, and service missions. Each entity will serve as a nexus for faculty, research staff, and students—graduate and undergraduate—to partner with external centers of excellence. Together they are poised to produce knowledge to benefit the people of Massachusetts and beyond.

The Center for Personalized Cancer Therapy, in partnership with the Dana-Farber/Harvard Cancer Center, will conduct research to develop low-cost diagnostic tests that identify cancer subtypes at the molecular level. The benefit of this level of diagnostic testing—which goes beyond conventional analyses—is that it will enable physicians to tailor their therapies to the patient. The center is expected to provide research and training opportunities for students.

The Center for Portuguese Language-Instituto Camões is a collaboration between the Instituto Camões and UMass Boston to promote Portuguese language and culture. The center will support curricula and program areas in the Department of Hispanic Studies, and create more resources to strengthen knowledge of Portuguese language and culture throughout New England.

The Consortium on Gender, Security, and Human Rights—a joint initiative with the Kennedy School of Government at Harvard, the Simmons College School of Management, the Fletcher School of Law and Diplomacy at Tufts, and Wellesley College—moved to UMass Boston in 2008. Under the directorship of Carol Cohn of the College of Liberal Arts, the consortium applies new knowledge about gender and security to seek an end to armed conflicts and create sustainable peace.

The Developmental Sciences Research Center/HORIZON uses community-based participatory research to develop better solutions to health disparities. This collaborative approach is designed to result in findings that are practical and culturally appropriate. In addition to linking health to medical care, lifestyles, and genes, HORIZON examines the social conditions in which we live and work as powerful determinants of health.

The Institute for New England Native American Studies, a partnership with the Massachusetts Commission on Indian Affairs and native New England tribes, aims to create a model of collaboration among the university, tribal communities, and governmental agencies. The institute will be "a valuable clearinghouse of information inside and outside the university," says director Cedric Woods, a member of North Carolina's Lumbee tribe.

The Collaborative Institute for Oceans, Climate, and Security taps the collective talent and wisdom of faculty, staff, and students across the university as well as that of outside partners. Launched in early 2010, the institute is "think tank" of sorts located in the Venture Development Center. As a public/private partnership, it aims to confro the realities of unstable climate, environmental degradat and human security needs such as energy, food, and fres water, which "are becoming defining factors in our globa interdependencies and, consequently, political and milita negotiations," notes director Robbin Peach, a senior fello in the McCormack Graduate School and founder of the Massachusetts Ocean Partnership.

A Sampling of Research Findings

...on English Learners in Boston Schools. "Improveme in the academic achievement of students of limited Engli proficiency was one of the promises of the sponsors of Structured English Immersion programs in Massachuset This study of Boston's English Learners shows that the outcomes in this regard are equivocal at best." From Engl Learners in Boston Public Schools in the Aftermath of Po Change: Enrollment and Educational Outcomes, AY2003- AY2006, by Miren Uriarte and Rosann Tung, Mauricio Gastón Institute for Latino Public Policy and Community Development, in collaboration with the Center for Collaborative Education.

Chancellor J. Keith Motley and Paulo Cunha Alves, Consul General of Portugal in Boston, finalize the collaborative Center for Portuguese Language-Instituto Camões at UMass Boston.

In the past fiscal year, external funding rose 17.67 percent, the highest rate in the university's history.

...on Women in the Down Economy. "Women are increasingly serving as primary or equal 'breadwinners' [due to higher male unemployment].... Statewide, the median earnings ratio for year-round, full-time female to male workers is .76, meaning that women may need to work harder or longer to take care of the household income gap." From Women in the Down Economy: Impacts of the Recession and the Stimulus in Massachusetts, by lead authors Randy Albelda, Center for Social Policy, and Christa Kelleher, Center for Women in Politics and Public Policy, with the Massachusetts Commission on the Status of Women, March 2010.

...on Labor Force Participation. "Most industries are realizing that their growth will more likely be limited in the long term by the declining labor supply.... [Nevertheless] there are still populations where the labor force participation rate is quite low, as in the case...where seven out of ten persons with disabilities are not in the labor market." William E. Kiernan, Institute for Community Inclusion, testifying in July 2009 before a U.S. Senate subcommittee on the reauthorization of the Workforce Investment Act of 1998.

Lloyd Schwartz—Distinguished in Scholarship

Lloyd Schwartz, professor of English in the College of Liberal Arts and winner of the 2010 Chancellor's Award for Distinguished Scholarship, "is one of the rare academics whose intellectual contributions have been widely recognized in the public domain; it is much more unusual that he has attained this distinction in three areas: as a poet, critic, and scholar," stated the award committee. A critically acclaimed poet, he has published three books of poetry and more than 100 poems. As a Pulitzer Prize-winning music critic, he has written more than 1,000 reviews. As a scholar, he compiled the published and unpublished writings of Elizabeth Bishop and wrote a major critical evaluation of her work, Elizabeth Bishop: Poems, Prose, and Letters, published by the Library of America. In his twenty-eight years on the UMass Boston faculty, he has also fostered the development of many students who have gone on to successful writing careers.

"The university must help deal on local, national, and international levels with social disparities, exclusion, marginalization, and their consequences. It must also address issues of sustainability on many levels, from ecological integrity to economic viability and social responsibility."

J. Keith Motley, PhD
State of the University Address, May 2010

Communities: Building Bridges

An Engagement with the Community

Since its founding, UMass Boston has chosen to actively engage with and serve its community. In the words of the university's Statement of Mission and Values, "We address critical social issues and contribute to the public good, both local and global. We engage in teaching and public service activities as well as basic, applied, and engaged research, in order to support the intellectual, scientific, cultural, artistic, social, political, and economic development and well-being of all the communities we serve. We forge partnerships with communities, the private sector, government, healthcare organizations, other colleges and universities, and K-12 public education, and we bring the intellectual, technical, and human resources of our faculty, staff, and students to bear on pressing economic and social needs."

So it's not an accident that UMass Boston was among the very first universities to be classified as "community engaged" by the Carnegie Foundation for the Advancement of Teaching, in recognition of its outreach, partnerships, and curriculum. Following are a few representative examples of the university's recent work.

Partners in Diversity

A skilled nursing workforce that mirrors the diversity of the community: this is a key goal driving the Clinical Leadership Collaborative, a partnership between Partners HealthCare and UMass Boston's College of Nursing and Health Sciences. Qualified minority students receive full financial aid, engage in clinical rotations at Partners HealthCare institutions, and are employed by Partners after graduation. The program's strength, says Associate Dean Marion Winfrey, lies in its mentoring, which builds bridges between students and "experts at navigating the realities of being a 'diverse nurse' in a large medical center."

"In my clinical courses, no one looked like me or spoke [Cape Verdean Creole]," says Denise Depina, RN, who graduated *magna cum laude* in spring 2010. "Having wonderful mentors from diverse backgrounds, people of color in high positions, in the best hospitals in the country," made a difference, she says. Her senior preceptorship gave her a rare opportunity to work in the neonatal intensive care unit (NICU) at Brigham and Women's Hospital. When Denise learned of the opportunity, she told Winfrey, "For the first time in my life, I am at a loss for words. I am absolutely in tears right now.... Sitting in a chair at the NICU at Brigham is where I decided I wanted to be a nurse."

College of Nursing and Health Sciences student Nana Braham, Class of 2012.

Students from the Brook Farm Academy in West Roxbury compete in the NEA-funded Boston Big Read Quiz Show along with students from five other Boston-area high schools. The annual event is produced and sponsored by UMass Boston's public radio station, WUMB-FM.

Bridging Education and the Economy

Partnerships with governmental and other entities are at the heart of the Green Boston Harbor Project (GBH). Partners "adopt a student" to fund students' work in environmental projects such as monitoring water quality and invasive species, or restoring saltmarsh and eelgrass, says Professor Anamarija Frankic of the Environmental, Earth, and Ocean Sciences Department. The City of Boston, for example, funds student operation of a boat to pump out waste water from commercial boats; the pumpout boat is also used for research and education. Five graduate and ten undergraduate students have been adopted for green jobs through GBH. Frankic's vision is to "create a healthy link between undergraduate education and the economy so everybody benefits. It's a win-win situation—and it creates a healthy, sustainable system."

Reconciling Divided Cities

When is a 7,000-mile bridge shorter than a 20-meter one? When it opens the way for unprecedented discourse between ethnic Albanians and ethnic Serbs in Kosovo. The 20-meter bridge, guarded by UN peacekeepers, divides the city of Mitrovica. Sadri Ferati, an ethnic Albanian, governs one side; Dragan Spasojevic, an ethnic Serb, the other. It took a 7,000-mile journey to UMass Boston in April 2009 for them to meet face-to-face—and forge a new bridge. That meeting, convened by Padraig O'Malley, the John Joseph Moakley Distinguished Professor of Peace and Reconciliation, led to the May 2010 Forum for Cities in Transition, held in Mitrovica with delegations from eight other divided cities.

"Padraig's conviction is that the best people to foster the spirit of reconciliation in a divided community are people who share the same experiences in other divided communities," says Stephen Crosby, dean of the McCorm Graduate School of Policy and Global Studies. "The enthusiasm of the delegations to hold another conferenc next year in Derry/Londonderry reinforced the model."

Counting Results

From September 2008 to May 2010, the Edward J. Collins Center for Public Management helped 65 Bay State cities and towns successfully apply for over $8 million in federa stimulus funds; helped the city of Lowell win a $5 million Department of Energy grant to make its Historic District buildings more energy efficient; conducted successful searches for town administrative positions in five cities a towns; and provided interim town management services special assistance to four communities.

WUMB and "The Big Read"

WUMB-FM, UMass Boston's public radio station, was recognized in 2010 with a My Source Education Innovati Award from the Corporation for Public Broadcasting for managing "The Big Read." This Boston-area initiative engaged 2,000 students—through schools, libraries, and other organizations—in reading and discussing Ray Bradbury's *Fahrenheit 451* in spring 2010. WUMB received $3,000 grant to support its innovative work.

Broadening the Conversations

In 2009-10, the Division of Government Relations and Public Affairs launched a new effort to strengthen relationships with surrounding communities through dinners with civic and business leaders from neighborhoods both near and far. More than 100 neighborhood leaders attended eight dinners hosted by Chancellor Motley. "We see as our urban mission more than just engaging next-door neighbors, but also reaching out beyond to form new connections and partnerships," says John Ciccarelli, associate vice chancellor for government relations and public affairs. In 2011 outreach will include urban neighborhoods in Brockton, Somerville, and other surrounding communities.

It's not an accident that UMass Boston was among the very first universities to be classified as "community engaged" by the Carnegie Foundation for the Advancement of Teaching.

Peter Kiang—Distinguished for Service

Peter Kiang's contributions, noted the committee that chose him for the 2010 Chancellor's Award for Distinguished Service, are "characterized by the crossing of established boundaries of disciplines and organizations and by a passion for building and strengthening communities." Kiang, professor of curriculum and instruction in the College of Education and Human Development, also directs the Asian American Studies Program. He has spent decades molding the program into what the Association of American Colleges and Universities cites as a national model for integrating community engagement into the curriculum. His work has created a sustained impact by inspiring and empowering the voices of students, parents, teachers, immigrants, veterans, and others. Kiang is a double winner of the Chancellor's Award—in 2007, he received it for distinguished teaching.

"We all need to be a part of the advance of the university. How can we do this? By seeing the strategic priorities of this university as a critical challenge for us and for the departments and organizations for which we work on this campus."

J. Keith Motley, PhD
Budget Address to the University Community, October 2008

Advancement: Building Resources

A Fruitful Year

The Office of University Advancement works to build support for UMass Boston by strengthening institutional relations, enlisting alumni involvement and commitment, providing information about the university's fundraising priorities and the impact of philanthropic investment, and building awareness of the university's excellence in teaching, research, and service.

2009-10 was a fruitful advancement year, particularly in terms of new connections. Nearly 6,000 alumni and friends supported the university with their gifts, and, despite an economy-driven drop in private support dollars, 1,632 first-time contributors joined the Honor Roll of Donors. The Chancellor's Council (whose members commit to $1,000 or more annually) and the Lampas Society (whose members support UMass Boston through planned giving) grew significantly in fiscal year 2010, the latter adding eight donors. And the College of Science and Mathematics received a $300K grant through the Davis Educational Foundation.

Highlights of University Advancement's special events this year include:

Talent for Tomorrow. This event celebrated the Urban Scholars program, which guides selected Boston high school students toward college and future success; and the Motley Scholarship for pre-collegiate program graduates who continue their studies at the university.

Vibrant Living. More than 250 people celebrated the 30th anniversary of the Manning Certificate Program in Gerontology, the 25th anniversary of the Gerontology Institute, and the 20th year of the PhD program in gerontology.

Boston Marathon Charity Teams. For the past two years, GoKids Boston has joined with the Boston Athlet Association to sponsor teams of marathoners. To date, runners have crossed the finish line, raising nearly $200 to support the work of cultivating health and fitness for urban youths.

"Monet's Last Works." Professor of Art Paul Hayes Tuc an international expert on Claude Monet, delivered two private gallery talks for UMass Boston alumni, donors, a friends at the Gagosian Gallery in New York City, where had curated a spring exhibit of the impressionist's work.

Continuing the Legacy

Bob De Lisle '79 vividly remembers his mentor, biology professor Herb Lipke, serving brandied cherries and vanilla ice cream to his class after a difficult lab one day. To him, the gesture embodied both Lipke's avuncularity and his passion for teaching science—traits that made a lasting impression. De Lisle, now an associate professor at the University of Kansas School of Medicine, is a cysti fibrosis researcher testing a mouse model that may reve important connections between gastrointestinal and respiratory complications of the disease.

Private support to UMass Boston rose nearly 75 percent between fiscal years 2007 and 2009.

The National Merit Scholarship that funded his UMass Boston tuition was the first of several academic awards De Lisle received throughout his career, a fact he remembered in his estate planning. By providing for the Robert C. De Lisle and Eileen A. Roach Scholarship for undergraduate biology majors, he continues the legacy of both himself and his late wife, Eileen Roach, a biomedical researcher who succumbed to multiple myeloma. Reflecting on ways to sustain their joint commitment to higher education over the long term, De Lisle decided on a UMass Boston scholarship because "people with unusual talent should be helped along the way." He expects the scholarship—both need- and merit-based—will launch rewarding research and teaching careers with the capacity to broaden scientific understanding.

Retired Faculty Support Young Scholars

UMass Boston retired faculty gathered in October for their annual lunch and the presentation of the Faculty Career Development Award. Funded through generous gifts of the group and a matching contribution from the chancellor and provost, the award was received by Assistant Professor of Psychology Susan Zup and Assistant Professor of Education Samuel Museus. Zup will use it to further her research on hormonal influences on brain development and behavior, particularly related to autism spectrum disorder. Museus will study "Mixed-Raced College Students' Experiences with Subtle Forms of Prejudice and Discrimination." Chancellor Motley thanked the guests for their contributions, which he said form "the cornerstone of the retired faculty's support of our pre-tenured faculty."

Scholarship recipient Abigail Duffy speaks at the annual scholarship reception.

"This university has the unique opportunity at a critical time in the history of this city to have a profound impact on the lives of people in this community for generations to come.... I want to enlist you in this grand opportunity for ongoing transformation that will reach beyond the formal limits of our property."

J. Keith Motley, PhD
State of the University Address, May 2010

Renewal: Building Momentum

The Grand Vision, Underway

"Connected to the external community while simultaneously looking out over the Atlantic to the world." This is the vision guiding UMass Boston's renewal—from the 25-year master plan, to the Edward M. Kennedy Institute for the United States Senate, to the site of the Bayside Expo Center. It is this vision that is building institutional momentum to create, in Chancellor Motley's words, "a pathway to excellence."

UMass Boston developed its master plan to create a modern, green, inviting destination that accentuates the university's unique Boston locale and its setting on Columbia Point. The 25-year plan, unveiled in 2007, calls for new academic, residential, and parking facilities while transforming expanses of concrete between buildings into green space.

An Integrated Sciences Complex and a general academic building, the first to emerge from the plan, are now on the drawing boards. Groundbreaking for the Integrated Sciences Complex, the first new academic building on the campus in more than 35 years, is expected in June 2011 on the athletic field adjacent to Healey Library and the Quinn Administration Building. The $152 million, 220,000-square-foot structure will give the campus a new steel-and-glass face and provide state-of-the-art laboratory, teaching, and office space for all science disciplines. The $100 million, 150,000-square-foot general academic building, targeted to break ground in 2012 on the Beacons Lot near the current soccer and track facilities, will provide much-needed modern classroom and office space. Both buildings will feature meeting areas, lounges, and dining facilities.

Other projects expected to be completed in the plan's fir seven to ten years: relocating the campus infrastructure from the underground garages, removing the existing Science Center and center plaza to form a green campus quad, building the first 1,000 beds of student housing and one of two planned parking facilities, and reconfigur the campus roadways—all in addition to renovating existing buildings.

A Senator's Inspiration

In 2008, the late Senator Edward M. Kennedy announce his wish to add a building to the plan: an institute devot to the study of the United States Senate.

"He admired the university's commitment to diversity, your excellence in research, your outstanding faculty and administration, and he loved this location, here on Columbia Point, next to his brother's library, overlookin Dorchester Bay," said his widow, Victoria Reggie Kenned during her commencement address at UMass Boston in June 2010. "So when Teddy decided to establish the Edw M. Kennedy Institute for the United States Senate—a liv breathing, constantly growing and evolving center that would bring together his passions for education, history civic engagement, and the United States Senate—there only one place he wanted that institute to be: right here the campus of the University of Massachusetts Boston."

Careful planning and work with the UMass Building Authority have firmly secured bond funding and financing for the first stage of new construction and the Bayside Expo Center acquisition. The university has also significantly upgraded classroom and other spaces, often with leading-edge technologies, and advanced critical work on substructure stabilization and utilities relocation.

Designed by renowned architect Rafael Viñoly, the institute will include 40,000 square feet of program space, much of it for classrooms and educational exhibits. At the heart of the institute will be a representation of the U.S. Senate chamber, with interactive exhibits. Archives will include every Senate action: votes on legislation and resolutions, nomination confirmations, treaty ratifications, and so forth.

UMass Boston and the University of Massachusetts President's Office will partner with the institute to help develop programs for various audiences—not least, UMass Boston students and scholars. The institute, targeted to start construction in fall 2011, will be open to the public, tourists, and lifelong learners.

The Edward M. Kennedy Institute for the United States Senate plans to begin construction in fall 2011.

The Opportunity to Engage

In May 2010, UMass Boston closed on the purchase of the Bayside Expo Center site, within walking distance of the university's campus. The 20-acre property, acquired for $18.7 million, will serve as a staging area for on-campus construction of new academic buildings in the short term, while the university leads a planning process for long-term redevelopment.

This planning process will be "an opportunity to really engage with people from all segments of the community to think about how that property can be used to benefit the community, the city, and the work of the university," says Chancellor Motley. "This is a time for our university to think deeply about the needs of our students for transformative experience; about the needs of our faculty in their pursuit of new knowledge; about the needs of those with whom we share space in this community—and are of necessity in frequent contact—as they struggle to build a safe, just, and sustainable world for all of our children."

A Pathway to Excellence

With the acquisition of the Bayside Expo Center property, Chancellor Motley articulated an inclusive vision for the community assets lining the corridor between that site and the UMass Boston campus: St. Christopher's Church, three schools, an early learning center, a health center, two housing developments, the Massachusetts State Archives, and the John F. Kennedy Library & Museum.

Together, he said, these assets offer "boundless possibilities for health, education, cultural enrichment, development, and civic participation that could be generated for this community through the connecting of these institutions." Together they form a pathway to excellence leading to "a world-class public research university connected to the external community while simultaneously looking out over the Atlantic to the world."

Phase One of the master plan calls for more than $500 million in new facilities and infrastructure construction on the campus through 2017.

A rendering of UMass Boston's Integrated Sciences Complex, set to break ground in summer 2011, as viewed from the University Drive entrance to the campus.

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To learn more about UMass Boston...

Visit www.umb.edu
Phone: 617.287.5000
Write: Office of the Chancellor
University of Massachusetts Boston
100 Morrissey Boulevard
Boston, MA 02125-3393
Follow: on Facebook, Twitter, and YouTube

A rendering of UMass Boston's new Integrated Sciences Complex at night.